

## Methods of Helping Our Students Do Tasks, Activities, etc.

Physically Prompting is the most invasive and is used last whenever possible. For many on the ASD touch can be very exciting, they crave it and will become silly, unable to sit, etc. For others touch can be almost unbearable. It can be uncomfortable. Some may even lash out to get the person touching to go away.

**Physical prompts:** most intrusive type of prompt; may include hand-over-hand assistance

Examples:

1. Tell the child to "Touch head" and physically guide his hands to touch his head.
2. While the child is learning to color, place your hand over the child's and guide her hand to stay in the lines.

**Object prompts:** objects of routine or activity (natural cues) act as a stimulus for participation

Examples:

1. Show the child his toothbrush when he needs to brush his teeth.
2. Give the child the block container when it's time to clean up her blocks.

**Gestural prompts:** a point, hand gesture, or head nod to encourage participation normally prompted by a natural cue

Examples:

1. When helping the child get dressed, give him socks and point to his feet.
2. Give the child a book and say "Put away" while gesturing towards the bookshelf.

**Pictorial (two dimensional) prompts:** picture or other two dimensional representation (words, symbols, etc.) to encourage participation

Examples:

1. Give the child a picture of the car to remind him it's time to drive to school.
2. Point to a picture of the child's bed when it's bed time.

**Model prompts:** demonstration of behavior to be performed (i.e., showing how to perform the behavior or action)

Examples:

1. Stand up as you instruct the child to "Stand up".
2. When going outside, tell the child to "Watch" while you demonstrate putting on your coat, then hand the child her coat and say "You do it."

\* **Verbal prompts:** instructions offered before and during performance (First verbal direction is the instruction - not a prompt).

Examples:

1. Tell the child to "Wash hands" and prompt him to start by saying "Turn on the water".
2. Ask the child "What do you want?" and immediately prompt her by saying "Say video."

**Mixed prompts:** combination of various prompt forms

Examples:

1. When it's time to go to bed, use a pictorial and verbal prompt (show a picture of the child's bed and say "Bed time").
2. To get the child to sit down, use physical and verbal prompting (say "Sit down" while guiding her body into the chair).

\* Verbal Prompts are the most difficult to break away from (fade). We see students who are totally independent at a task that won't do the task until some one say, "OK, make the \_\_\_" or "start your math."

\* This does not just refer to the students that you may<sup>or</sup> may<sup>not</sup> be working with in your experience, but these are informational pieces about kids on the spectrum.

**Most-to-Least Prompting:** use this type of prompting for teaching a child new skills; can be helpful when the child doesn't respond to less intrusive prompts (e.g. cannot understand verbal prompts due to severe receptive language impairment, if model prompts are ineffective due to lack of imitation skills) or when the child makes frequent errors with less intrusive prompts.

Examples:

1. When teaching the child a gross motor movement (e.g. "Turn around"), first instruct him to "Turn around" and use full physical prompting (i.e. guide his body to fully turn in a circle). Once performance at this prompt level is strong, fade the prompt by using a partial physical prompt (i.e. help him begin turning and stop prompting as soon as he starts to turn). When the skill is consistently performed at this level, start to prompt with just a touch on his shoulder. Eventually just say "Turn around" and he should respond independently.
2. When teaching the child to label video, ask "What is it?" and immediately prompt her by saying "Say video." After she consistently responds to the question at this prompt level, fade to "What is it? Say vid ...". Fade further to "What is it? Say vvv ...". Finally simply ask "What is it?" without any prompt.

**Least-to-Most Prompting:** this type of prompting can be used for maintenance of mastered skills or for skills that have been in acquisition for a while.

Examples:

1. If the child has mastered answering the question "What's your name?" When you ask him "What's your name?" wait a few seconds for a response. If he does not answer, repeat the question and prompt him by saying "Kk". If there is no response at that prompt level, repeat the question and use a more intrusive prompt by saying "Kev". If he still does not respond, ask again and prompt with his full name "Kevin".
2. If the child generally responds to the request "Sit down", when you instruct her to "Sit down" give her a few seconds to respond. If she doesn't sit, repeat the request and gesture to the chair (gestural prompt). If she still doesn't respond appropriately, request again to "Sit down" and physically prompt her to sit.